

IMPORTANCE OF THE MENTAL HEALTH AND JOB SATISFACTION BETWEEN MALE AND FEMALE TEACHERS IN PRIMARY SCHOOL

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Abstract

India has one of the most extensive educational systems in the world, with programmes ranging from early childhood education through higher education. Adult education, which aims to eliminate illiteracy primarily among people aged 15 to 35, non-formal education, which aims to supplement efforts to universalize basic education, and vocational education, which aims to diversify education at the plus 2 and plus 3 levels, are also included. Pre-primary, primary, secondary, and post-secondary education is all available at the school level. In the hierarchy of education, the school education component is the largest in terms of numbers. Education's value at this stage is clearly justified in terms of the fairness it fosters, the better rates of return it provides, the role it plays in enhancing agricultural output, and the influence it has on reducing fertility and so slowing population increase. On the other hand, education at the school level is important. It improves the health of the entire family. The benefits of school education are passed down from generation to generation. School education has become a vital priority for all nations' growth. Literacy is an essential basic skill for improving access to information in a world dominated by print media and a crucial condition for promoting meaningful involvement in any democratic process. Hence, all democratic nations strive to cultivate literate societies. School education entails not only the transmission of formal knowledge but also the development of desired habits, values, behaviour, and character patterns in children, as well as knowledge, social attitudes, understanding, interest, and a dynamic personality.

Keywords: Mental Health, Job Satisfaction, Teachers, Primary School, Education.

1. Introduction

Education is the key to raising people's living conditions and a possible development tool in practically every aspect of a country. It is critical for the country's development to be accelerated by cultivating all of its available human resources. Every human being is a valuable national resource that should be cherished, nourished, and cultivated with compassion and care, as well as dynamism. The significance that industrialised countries place on education can be linked to their unprecedented advances in scientific and technological developments. "I see it before my

eyes," Swami Vivekananda observed, "a nation advances in proportion to the spread of education and intelligence among the populace." The Kothari Commission (1964-66), while emphasising the significance of education, also stated that education is the sole tool that can be used to bring about change for India's social and economic progress. It went on to say that in a world founded on science and technology, education defines a person's level of prosperity, well-being, and security. "Education is a lifelong process whose objective is to develop a learning society," declared the UNESCO Commission on Education in 1972. It is a method of training

that aims to help boys and girls develop holistically. It is the only wealth that cannot be robbed and dispels ignorance. There are two main arguments for the necessity of education. The first is that without education, a person's mental training is incomplete. Man becomes a thinker as a result of education, which teaches him how to think sensibly and make decisions. The second argument for the necessity of education is that it enables man to receive information from the outside world, to familiarise him with history, and to obtain all required information about the current. Man is as if he is in a confined room without education, and with education, he is in a room with all of its windows open to the outside world. It is critical not only for ensuring that you have a successful profession, but also for instilling in you accepted values and ideas. Respect for elders and affection for children, knowledge of one's country and life, and knowledge of the mysterious world of science and math are all conceivable only if education is a reality in one's life. Humans are distinguished from animals only by education, which sets the foundation for human beings to interact with one another in a civilised manner. Education, and only education, will pave the road for a more prosperous future for humanity. That is why, in its first paragraph, Article 26 of the Universal Declaration of Human Rights, issued by the United Nations General Assembly in 1948, said, "Everyone has the right to education." According to Article 45 of the Indian constitution, "the State will endeavour to offer free and compulsory education to all children till they reach the age of 14 years within a period of ten years from the start of this constitution."

2. Teacher Effectiveness

Effective teachers do not ponder what to do; instead, they respond to student behaviour in a predictable manner. Effective instructors reclaim instructional time that is often squandered in administrative activities, discipline, and transitions by creating a productive learning environment. Teacher effectiveness, according to Kulsum (2006), includes personal characteristics such as a teacher's personality, attitudes, and processes such as teacher-pupil interaction, as well as production variables such as outcomes of the

teacher-learning process, such as pupil achievement, whereas Anderson (1991) stated that an effective teacher is one who achieves the goals that he or others have set for him. If the goals are to be met, a good teacher must have the information and skills necessary to achieve them, as well as the ability to use that knowledge and skill appropriately.

3. Sanctity of Teachers

Equity and educational quality are two major problems in a diversified and evolving society like India, especially in a globalised world. Maintaining high-quality education at the school level without the help of a good teacher is a myth, which is why, throughout India's long history of traditions, teachers have always been held in high regard. The teacher is a telescope through which people can see the kids' far tomorrows. He serves as a bridge between the past and the future. The teacher educates the children about the past's limitations and ideals. By saying the proper words and delivering the right idea to the kids in the classroom, a skilled and caring teacher can defeat time. When the Education Commission (1964-66) said that "of all the different factors that influence the quality of education and its contribution to national development, the quality, competence, and characters of teachers are unquestionably the most significant," it was expressing great faith in teachers. Nothing is more vital than ensuring a sufficient supply of high-quality recruits for the teaching profession, giving them with the finest possible professional preparation, and providing them with work conditions that allow them to be fully effective." Recognizing the significance of educators "The rank of teacher represents the socio-cultural ethos of a society; it is stated that no one can advance above the level of its instructors," according to the NPE (1986). "The role of the teacher as an instrument of change, promoting understanding and tolerance has never been more clear than today," writes Jacques Delor in his Commission (1996). In the twenty-first century, it is expected to become even more vital. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudices to tolerance, understanding, and pluralism, from autocracy to democracy in its various manifestations, and from a

technologically divided world where high technology is the privilege of the few to a technologically united world places enormous responsibilities on teachers who participate in the shaping of the minds and characters of the new generation places enormous responsibilities on teachers who participate in the shaping of the minds and characters of the new generation."

4. Role of The Teacher in 21st Century

Teachers are expected to act as agents of change and modernization in their classrooms. For millennia in a country like India, conservatism, superstitions, exploitations, poverty, injustice, and a slew of other ills have persisted. Teachers are supposed to bring about a change in the disordered social order. They must assume the role of reformer in our society, instilling modern ideas and attitudes in students and the general public, and working for the establishment of an equitable, secular, and socialist society. The future teacher will be required to plan curricula, invent educational concepts, methods, and systems, compose television and radio shows, be a resource in the dissemination of ever-growing knowledge, and excite students in a variety of innovative and unconventional ways. He'll have to communicate effectively, arrange learning, and lead a democratic group at the same time. Authors such as Reimer and Illich have identified various flaws in present education systems and declared the 'death of the school,' even arguing for a 'de-schooling society.' They have argued for a fundamental shift in education, which will necessitate significant changes in the teacher's position. India's society is rapidly changing. Several transformational efforts are now ongoing to update and transform the nature and operation of our institutions. Educationists and social planners are now actively considering the future of India's society and education. In many ways, India's future society will be different from its current one. In light of shifting demands on schools, the job of the teacher will need to be reshaped.

5. Background of Study:

• Job Satisfaction: Concept And Definition

Despite its widespread use in scientific study and everyday life, there is still no consensus on what constitutes job satisfaction. In truth, there is no universally accepted definition of what satisfaction entails. As a result, before defining job satisfaction, it is necessary to understand the nature and significance of work as a universal human activity. Various authors have taken various ways to defining occupational happiness. The following are some of the most widely mentioned definitions of job satisfaction that are examined.

• Mental Health: Concept and Definition

Mental health is a measure of a person's ability to satisfy his or her environment's demands, whether they be social, emotional, or physical. When he is locked in a scenario where he lacks the necessary coping techniques to adequately deal with it, he becomes strained. Symptoms such as worry, tension, restlessness, and despondency are common manifestations of mental strain. These symptoms may adopt a clear form (or become syndromized) if they are felt for a long time and in a large amount by the person, indicating a specific sickness. As a result, mental health should not be confused with mental illness; it is a study of a person's mental state prior to illness. Schneiders are a family-owned and operated business (1964), As such, mental health refers to a psychological state characterised by mental serenity, harmony, and contentment. It is distinguished by the absence of disabling and debilitating symptoms in the person, both mental and somatic.

• Guidelines For Promoting Job Satisfaction

Given the negative effects of dissatisfaction on the job, it makes sense to think about measures to improve contentment and prevent dissatisfaction. Here are some proposals based on the opinions of scientists.

1) Make work enjoyable: People are happier in work that they enjoy rather than jobs that are drab and monotonous. Despite the fact that some jobs are inherently uninteresting, practically any job can be made more

enjoyable. Passing bouquets of flowers from one person's desk to another's every half hour and snapping entertaining pictures of others on the job and posting them on the bulletin board are two examples of inventive tactics that have been implemented (Greenberg and Barn, 2004). For some interesting examples of what businesses may do to make the workplace more enjoyable, click [here](#).

2) Compensation people fairly: Employees who believe their company's pay system is intrinsically unfair are likely to be unsatisfied with their work. This applies to both salary and hourly income, as well as fringe benefits. They believe they are appropriately compensated, and when workers are given the opportunity to choose the fringe benefits they want, their job happiness rises.

3) Place people in occupations that match their interests: The more people can pursue their passions while working, the more content they will be with their jobs. With this in mind, modern businesses provide personalized counseling to employees in order to identify and match their personal and professional interests.

4) Avoid boring, repetitive occupations: Most people are unsatisfied with professions that are excessively monotonous and repetitive. People are significantly more content with professions that allow them to attain success by freely choosing how they will do things, according to the two-factor approach.

Although promoting job satisfaction is important at any time, it is especially important during difficult economic times when optimism for the future is high. Furthermore, maintaining job satisfaction during difficult times is made more difficult by the fact that managers are likely to be on edge themselves. With this in mind, it's important to pay special attention to the special efforts that can be taken to increase job satisfaction when times are tight and individuals are most afraid of losing their jobs (Rochman, 2001).

6. Review of Literature

Choudhary (2019) investigated the relationship between teacher burnout and occupational stress, mental health issues, and socioeconomic

level. A total of 400 instructors were chosen from Haryana's 20 districts. The study used the Personal Data Sheet, Maslach Burnout Inventory, Magotra Teachers' Mental Health Scale, Occupational Stress Scale, and Padhi SES Scale. Occupational stress, mental health problems, marital status, educational qualifications, teaching experience, and domicile of primary school teachers were found to have a different degree of independence on the interacting influence on burnout and its various dimensions.

Burisch (2018) conducted a three-year longitudinal study to determine the predictive value of a variety of contextual and disposition characteristics in burnout. Neuroticism was found to be important in emotional weariness, whereas extraversion was important in personal success and openness, and neuroticism was important in depersonalization. Being overworked and being supervised emerged as the most prominent contextual variables. Personal achievement and depersonalization were better predicted by disposition characteristics, while emotional weariness was better predicted by contextual variables.

Kumar (2017) wanted to know about teachers' mental health, administrators' mental health, and workers' personality qualities, as well as the relationship between mental health and personality traits of teachers. The study's sample included 117 male teachers, 112 female teachers, 32 male administrators, 18 female administrators, 54 male workers, and 37 female workers from Allahabad's 75 secondary schools. The characteristics emotional/stable, worldly/spiritual, hesitant/social, and traditional/modern were found to have a favourable link with male teachers' mental health. The trusting/doubting component was found to have a negative relationship with male instructors' health. There was no significant relationship between the other characteristics and the mental health of male teachers. There was no discernible link between male teachers' mental health and their family and socioeconomic circumstances.

Roul (2016) looked at the mental health of autonomous and non-independent collage teachers to see how effective they were. Three autonomous and three non-autonomous colleges comprising 86 people of comparable statures were taken from Orissa for the study. A

total of 294 teachers were included in the study, with 199 men and 95 women. When compared to teachers from non-autonomous colleges, both male and female teachers from autonomous colleges were found to have significantly higher teacher effectiveness. When compared to teachers from non-autonomous colleges, teachers from autonomous colleges were shown to have greater mental health. The combined effect of the type of college and the mental health of the teachers had no significant effect on the effectiveness of the professors.

7. Research Methodology

- Research Design

A research design is the investigation's precise blueprint. It's a blueprint for analysing the information gathered. In a nutshell, it's the sequence of measures taken ahead of time to ensure that relevant data is collected in such a way that objective analysis of the many hypotheses formulated in relation to the research subject is possible. The study design aids the researcher in testing the hypothesis by allowing him or her to come to valid and objective findings about the relationship between the independent and dependent variables.

- Population

The term "population" refers to a group of elements, people, or things that have a common trait as described by the researcher's sampling criteria. It includes all of the disciplines you wish to study. It can be described statistically as a list of elements from which a sample is drawn. Primary school teachers in the Bhiwani district will be used as the population in this study.

- Sample

Most of researches are actually based on sample rather compared to population. The explanation is actually it's impracticable in order to notice the total population or maybe to

use the questionnaire or perhaps some other application on the total population. The process of sampling is actually among the most basic areas of the complete methodology followed in particular research study. It's an act of figuring out exactly how many components in a population are actually to be sampled and the way they're to be selected as sample keeping in mind shortage of time, resources and money. In current study researcher is going to take 500 primary school teachers from Haryana both from female and male, rural and urban private and government schools.

- Sample Size

In current study researcher is going to take 500 primary school teachers from Haryana both from female and male, rural and urban private and government schools.

8. Results and Discussion

- Statistical Techniques Used For Data Analysis

The results of the many tests performed in the current study were statistically analysed. The coefficient of correlation was used to see the relationship between variables, the t-test was used to see the significance of the difference between two means, and regression was used to predict the variables affecting work satisfaction.

In terms of their demographic classification, the subjects were compared.

The investigator divided the sample into distinct groups based on their demographic divisions, such as male vs. female, married vs. unmarried, minority vs. non-minority, urban vs. rural, govt. vs. private, English medium vs. Hindi medium school instructors, as indicated in the preceding chapter. All of these groups were compared to see how significant the differences were. The results are shown in the tables that follow.

- Job Satisfaction between Male and Female Elementary School Teachers

Table 1: Demonstrating the relevance of the gap in job satisfaction between male and female elementary school teachers

Gender	N	Mean	S.D.	df	t-value	Significance
Male	180	157.03	40.33	553	0.43	NOT SIGNIFICANT
Female	320	154.55	43.70			

Table-1 clearly shows that there is no substantial difference in job satisfaction between male and female elementary school teachers. Male instructors have a mean score of 157.03, while female teachers have a mean score of 154.55, with SDs of 40.33 and 43.70, respectively. When the t test was used to determine the significance of the difference between these two means, the result was 0.43, which is not significant at the 0.05 level of significance with 553 degrees of freedom. This result demonstrates that when it comes to job happiness, male and female elementary school teachers are nearly identical.

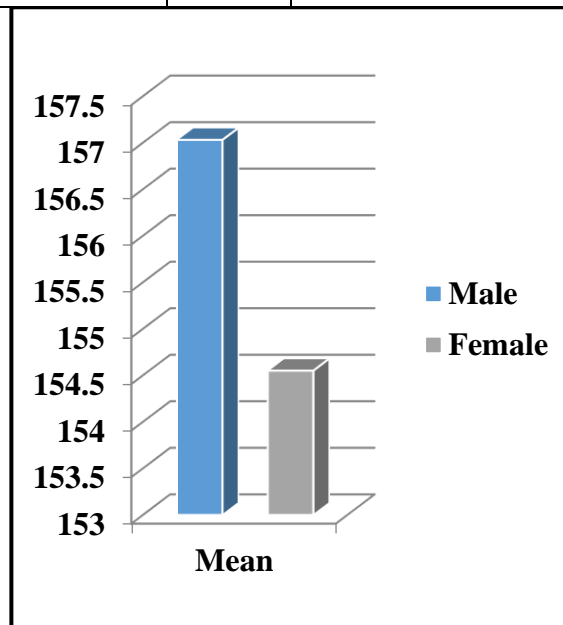


FIG.1: MALE AND FEMALE ELEMENTARY SCHOOL TEACHERS' JOB SATISFACTION SCORES ON A SCALE OF ONE TO TEN.

- Urban And Rural Primary School Teachers In Terms Of Job Satisfaction

Table 2: Showing the relevance of the gap in job satisfaction between urban and rural primary school teachers

Locality	N	Mean	S.D.	df	t-value	Significance
Urban	270	145.10	49.82	553	0.12	NOT SIGNIFICANT
Rural	230	146.63	44.51			

When a comparison of rural and urban primary school teachers was done on the measure of job satisfaction, it was discovered that the two groups did not differ significantly on the measure of job satisfaction. Table-2 shows that urban teachers have a mean score of 145.10 and a standard deviation of 49.82, whereas rural teachers have a mean and standard deviation of 146.63 and 44.51, respectively. When these two means were put through a t test to see if the difference between them was significant, the calculated "t" value was 0.12, which is not significant at the 0.05 level of significance with 553 degrees of freedom. As a result, it's reasonable to conclude that job satisfaction

among urban and rural primary school teachers is nearly same.

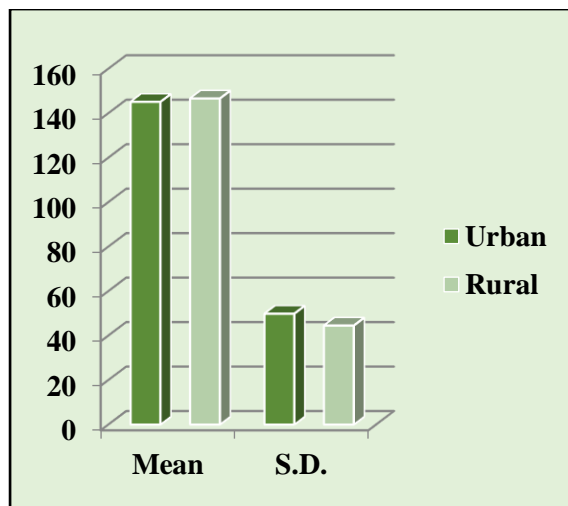


Fig.2: The Mean Scores of Urban and Rural Primary School Teachers In Terms of Job Satisfaction

• Comparisons Amongst Groups on Mental Health:

As shown in the table, a comparison of male and female primary school teachers on a mental health measure was determined to be inconsequential. Male instructors have a mean score of 30.88, while female teachers have a mean score of 30.56; both male and female teachers had SDs of 7.18 and 7.43, respectively. When these two means were subjected to a t-test to determine the significance of the difference between them, it was discovered that the difference was 0.75, which is not significant at the 0.05 level of significance with 444 degrees of freedom. As can be seen in table-3, both male and female elementary school teachers have nearly identical levels of mental health.

Table: 3: Demonstrating the importance of the mental health differences between male and female elementary school teachers

Gender	N	Mean	S.D.	df	t- value	Significance
Male	150	30.88	7.18	553	0.75	Not Significant
Female	350	30.56	7.43			

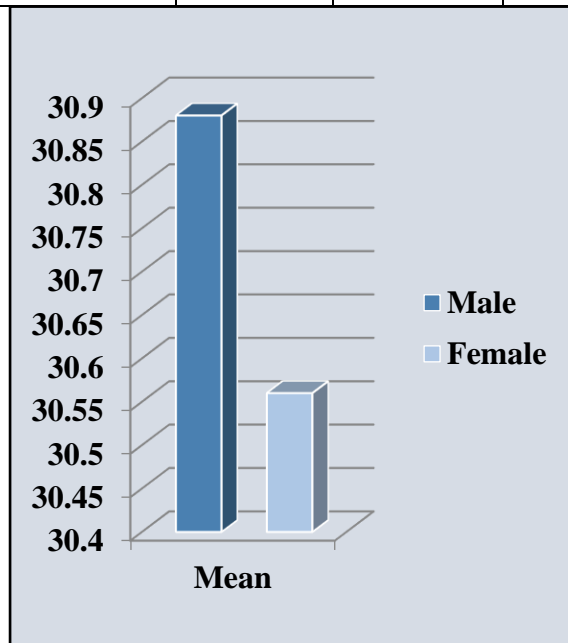


Fig.3: Male and Female Elementary School Teachers' Mental Health Scores on A Scale Of One To Ten

Ho: On the measure of job satisfaction, there would be no significant difference between primary school teachers with high mental health and those with low mental health.

On the measure of job satisfaction, the high mental health and low mental health groups differed considerably, as shown in Table. At the 0.05 level of confidence, the computed 't' value is 2.03, which is significant. The mean score of the high mental health group is 137.19, which is greater than the mean score of the low mental health group of 127.58, as shown in the same table. As a result, it may be assumed that respondents with good mental health also have better job satisfaction than those with poor mental health. The findings of this inquiry appear to be in line with expectations, justifying the favourable impact of mental health on respondents' work satisfaction performance. A mentally healthy instructor is in charge of his own destiny. He is capable of controlling his actions and determining his own fate. He is well aware of who and what he is. He recognizes his own strengths and shortcomings, virtues and vices, and is generally tolerant and does not pretend to be someone he is not. A mentally healthy individual does not dwell on the past. His focus is on the future, but he is conscious of and cognizant of his current existence. He yearns for adventure and excitement in life rather than peace and stability. These qualities of a mentally healthy teacher lead to professional

happiness despite difficult working conditions, low pay, and low social prestige associated with the profession. As a result, the second hypothesis is ruled out.

9. Conclusion

Job satisfaction is frequently confused with job attitudes, but it's crucial to remember that people with various theoretical orientations may use the phrase in different ways. Some people define job satisfaction as the satisfying of strong needs at work. Others define it as the difference between what a person expects from employment and what he or she feels is actually delivered. It can also be described as the level to which one views work to provide those things that are beneficial to one's well-being. In another perspective, job satisfaction is viewed as a purely emotional reaction to one's work circumstances. People have the impression that students pursue the teaching profession as a last resort after failing in all other spectacular careers. As a result, they lack job satisfaction, which is critical for their internal motivation, which leads to healthy adjustment and achievement motivation. Without dedicated and committed teachers, any educational institution is bound to encounter a slew of issues, including student unrest, indiscipline, and strained relationships between students and teachers, as well as between teachers and administrators and students' parents. These issues have a negative impact on the overall teaching-learning environment in schools and institutions. If job happiness, mental health, educational qualification, and occupational stress are all essential elements in efficient learning, a study like this will be valuable and practical for everyone involved in education. There have been some attempts to identify the characteristics that influence teacher work satisfaction. Shah (1991); Gupta (1994); Saxena (1995); Chopra (1996); Goswami (1998). However, there are a number of essential characteristics that are crucial to schooling but were overlooked by the researchers.

Job satisfaction can significantly contribute to organisational effectiveness when employees are permitted to operate freely. It can help with productive output, such as a high volume and quality of products or services, as well as

organisational upkeep, such as low absenteeism and turnover. However, in many cases, factors relating to the individual, the organisation, or the environment limit the satisfaction-productivity relationship to the point where it is of minor practical consequence. Such denials of natural happiness – production patterns can persist for long periods of time, even if stress eventually catches up with them and indicators of poor corporate citizenship show. As a result, job happiness is frequently more essential to the individual than to the employer. Individuals can change careers in order to find more fulfilling work. Organizations can move employees from one role to the next inside the company, but their ability to move people from one organisation to the next is limited. The obvious exception is when a company offers laid-off employees outplacement assistance.

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